






**Drongan Primary School**  
Establishment Improvement Plan  
2020/21



School/Centre Improvement Plan	Drongan Primary School
Head Teacher	Sean Maddocks
Senior Education Manager	
Date Submitted	June 2020
Session (Date when each year is written)	2020/21

<p>School's/Centre's Vision and Values</p>	<div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p style="text-align: center;">In Drongan Primary School and Early Childhood Centre our <b>vision</b> for all is:</p> <p style="text-align: center;"><b>To have a sense of belonging and pride in our local community where everyone is valued and we work together to be the <u>best that we can be</u>.</b></p> <p style="text-align: center;">Within our school, ECC and local community, the values that we feel are important to instil in all are:</p> <p style="text-align: center;"><b>Teamwork, mutual respect, trust, inclusion, self-belief and resilience</b></p>
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<p>School Improvement Plan Rationale</p>	<p>The improvement priorities detailed in this document were identified as areas for improvement during Education Scotland’s initial inspection visit that took place in April 2018 and published in August 2018. Significant progress has been made since then and this was recognised in the follow up inspection findings that was published in November 2019. Education Scotland highlighted that ‘the head teacher is providing clear leadership and direction in taking the school forward’ and that ‘Staff and partners speak positively about a changing culture with people feeling more involved in the life of the school’. Education Scotland also recognised that ‘the head teacher and staff are making good progress in addressing a number of the issues identified as points for action in the initial inspection’.</p> <p>A robust self-evaluation process where staff and partners quality assure using How Good Is Our School version 4, together with advice from Education Scotland has led us to arrive at the decision to continue with the improvement priorities set out in the initial inspection report. Although good progress is being made we want to continue making progress in these identified areas to ensure that sustained impact is made.</p> <p>The priorities link closely to the National Improvement Framework as well as taking account of the legislative responsibilities that the school has in relation to GIRFEC and ensuring equity for all. We have also taken account of local authority initiatives and developments as well as national priorities such as Developing the Young Workforce.</p> <p>The school’s PEF plan can be found within improvement priority 2, which relates to Health and Wellbeing and additional pupil support. Staff, parents and children have been involved in a consultation process to inform the PEF plan.</p> <p>As you will see in the SIP summary the main priorities are:</p> <ol style="list-style-type: none"><li>1. Learning and Teaching</li><li>2. Health and Wellbeing</li><li>3. Curriculum</li><li>4. Leadership at all levels.</li></ol>
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In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

<b>Consultation on improvement plan includes the following stakeholders:</b>	<b>Completed</b>
Children and Young People	YES
Parent Council and Forum	YES
Teachers, practitioners and ALL school/centre staff	YES
Volunteers/ Community partners	YES
Local bodies representing teachers, staff, volunteers and any	YES

<b>Content of plan</b>	<b>Completed</b>
Takes account of strategic priorities outlined in the education authority's Annual Plan.	YES
Takes account of the strategy for parental involvement under section 2 (4A)	YES
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	YES
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	YES
Scottish Government Tackling Bureaucracy working group	YES

parent bodies further associated to the school/centre.	
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recommendations have been considered when planning for improvement and in the improvement activities specified	
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	YES
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	YES

Head Teacher/Head of Centre Signature: .....*S Maddocks*.....

**Pupil and parental strategic involvement**

<p><i>For session 2018-19 , please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i></p>	<p><i>For session 2018-19 , please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<p>Pupil council</p> <p>Other pupil committees including Rights Respecting Schools, Dyslexia Friendly Schools, Health / ECO and JRSO</p> <p>Head / Depute boy and girl, P7 Prefects and House / Vice Captain responsibilities in the senior school</p> <p>Pupil focus groups</p> <p>Thrilling Thursday citizenship assemblies</p> <p>Daily conversations between children and SMT focusing on wellbeing indicators and values</p> <p>Pupil wellbeing questionnaire</p> <p>Curriculum Rationale consultation</p>	<p>Parent Council</p> <p>Curriculum open afternoons</p> <p>Information sessions</p> <p>Parent curriculum workshops</p> <p>Glow forms</p> <p>Parents' Evening feedback</p> <p>SIP consultation</p> <p>Curriculum rationale consultation</p>

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	<b>There is a need to address the inconsistencies in children’s learning through developing a shared understanding of the features of high quality learning and teaching. Across the school, action is required to increase the pace and challenge of learning to raise children’s attainment. This includes providing more opportunities for children to be active in leading their learning.</b>	Rationale for improvement priority based on evidence: <i>Education Scotland have recognised improvements in learning and teaching; however, identified that there remains a need to improve the consistency of children’s experiences across the school.</i>
<b>NIF Priorities</b> Improvement in attainment, particularly in literacy and numeracy	<b>NIF Driver</b> Teacher Professionalism	<b>HGIOS/ HGIOSELCC QI’s for self-evaluation</b> 1.1, 1.2, 1.3,, 1.4, 1.5    2.2, 2.3, 2.7    3.1, 3.2

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>Further develop a learning environment that is reflective of the establishment vision, values and aims where there are positive, nurturing relationships leading to high-quality learning experiences.</li> </ul>	All staff	June 2021
<ul style="list-style-type: none"> <li>Review and embed key aspects of the agreed ‘Excellent Lesson’ and ‘Excellent Experience’ to develop further consistency and high-quality learners’ experiences. Engage Primary children in the ‘Excellent Lesson’, reviewing and improving existing key aspects.</li> </ul>	SLT Teaching staff Children ELCPs	June 2021
<ul style="list-style-type: none"> <li>Provide increased opportunities for early years teachers and ELCPs to share knowledge and develop a shared understanding of good practice in the early years stages</li> </ul>	SLT, Teaching staff ELCPs	June 2021

<ul style="list-style-type: none"> <li>• There will continue to be a key focus on ensuring that there is appropriate pace and challenge with increased differentiation in learning. This will be supported by further embedding East Ayrshire curriculum frameworks</li> <li>• Further embed Quality Assurance procedures across the establishment to effectively monitor the quality of learning experiences and impact of changes made within the curriculum. This will include peer observations to share practice.</li> <li>• Maximise opportunities to communicate with parents and support home learning using school blog, Teams, school app and twitter to share learning experiences, tutorials and learning videos.</li> <li>• Further develop shared expectations for standards to be achieved across all stages. This will be supported through collegiate working and moderation activities.</li> <li>• Ongoing participation in Dylan Williams Tapestry pedagogy to ensure greater relevance in learning and teaching and providing children with skills to talk more confidently about their learning. Teachers will implement strategies in daily classroom practice.</li> <li>• Seek further opportunities to encourage children to be actively involved in their learning by providing them with opportunities to review and discuss personal targets and progress made together with their teacher.</li> </ul>	<p>Teaching staff ELCPs SLT</p> <p>SLT Depute Manager SELCP</p> <p>Teaching staff ELCPs SLT</p> <p>Teaching staff SLT</p> <p>Lead Teacher PT Teaching staff CA</p> <p>Teaching staff</p>	<p>June 2021</p> <p>Ongoing</p> <p>June 2020</p> <p>June 2021</p> <p>Ongoing</p> <p>June 2020</p>
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<ul style="list-style-type: none"> <li>• Incorporate HWB throughout learning experiences where appropriate to support children in their learning and return to school following extended closure.</li> </ul>	Teaching staff	Jan 2021
<ul style="list-style-type: none"> <li>• Further Embed Active Literacy approaches to teaching Phonics, Spelling, Reading and Daily Writing (P1-7). Provide new members of staff opportunities to participate in training this session.</li> </ul>	SAC team Teaching staff SLT	Dec 2021
<ul style="list-style-type: none"> <li>• Ensure all staff access training on 'Giglets' online literacy resource which is closely aligned to existing pedagogy and practice of Active Literacy Programme. Support children and families in accessing this resource through digital tutorials and in school support.</li> </ul>	Teaching staff SLT	June 2021
<ul style="list-style-type: none"> <li>• Provide staff with in-house and online training on using GLOW and Teams to facilitate a blended learning approach. Provide opportunities to share daily/weekly plans as well as high quality learning experiences to ensure children receive appropriate pace and challenge to raise attainment.</li> </ul>	Teaching staff SLT	Dec 2021
<ul style="list-style-type: none"> <li>• Implement online learning resources, 'SumDog' and 'Maths Factor' to support learning at home. Provide staff with in-house training of resources ensuring consistent approach throughout school.</li> </ul>	Teaching staff SLT	Dec 2021
<ul style="list-style-type: none"> <li>• Develop the school's assessment framework ensuring a more consistent approach across all stages</li> </ul>	Teaching staff SLT	Dec 2021

Evidence of Impact against outcomes for learners:

- Children will learn in a nurturing and stimulating learning environment that is truly reflective of the establishment vision, values and aims
- Teachers will embed the key attributes of the 'Excellent Lesson' and will demonstrate these in daily classroom and home learning activities. Children will be more confident in identifying the key aspects of the 'Excellent Lesson'. Observations will focus on various aspects of 'Excellent Lesson'.
- Through collegiate and collaborative working, teachers will continue to share good practice resulting in improved pedagogy across all stages.
- Learners' experiences will have appropriate challenge and will be well matched to their needs and interests
- There will be increased consistency of high quality learning and teaching where staff and learners have shared expectations and high standards
- Teachers will have a deeper knowledge and understanding of high-quality learning and teaching. This will impact positively on learners' experiences.
- Explanations and instructions will be clear where skilled questioning is used to promote curiosity and to develop higher-order thinking skills.
- Children and parents will be actively involved in high-quality digital learning through a variety of platforms ensuring home-learning is accessible to all and fostering independent learners and responsible citizens.
- Children will be eager and active participants who are engaged and motivated during learning experiences. Children will be able to talk more confidently about progress made towards personal targets. Feedback will be used effectively to inform and support progress in learning
- Teachers and pupils will include aspects of HWB, such as wellbeing indicators and Drongan P.S. values, in the success criteria. This will continue to develop a positive ethos and culture of change that is truly reflective of the establishment vision, values and aims and the wellbeing indicators
- Through ALP learners' experiences will be enhanced where children are more actively engaged in their learning and attainment in literacy is improved.
- Teaching staff will continue to use progression frameworks to inform planning and assessment and to help provide appropriate support and challenge.
- Increased confidence in teachers when making teachers judgements around attainment. There will be a more consistent approach to assessment across the school.
- Increase teachers' confidence in using the online reading resource, Giglets providing children with high quality learning and teaching, consistent with the pedagogy of the Active Literacy Programme.

- Increased confidence in teachers in using digital platforms; GLOW and Teams to access high quality resources within the authority and effective communication with children, ensuring children are confident and supported at home that ensures appropriate pace and challenge to raise attainment.
- Online learning resources, 'SumDog' and 'Maths Factor'; will provide children with variety and challenge in achieving outcomes set by teacher. Teachers will be confident in setting differentiated learning activities and experiences accessible in school and at home.
- Learners will have more opportunity to exercise choice, including the increasing use of digital technology and becoming more independent in their learning
- Overall, the quality of learning and teaching will improve further, where there is appropriate pace and challenge.
- Personal Plans in the ECC will be developed and used in a more meaningful and effective way.
- Early Years practitioners will have a shared knowledge of pedagogy at this level. Children will have deeper learning experiences that are more meaningful.
- Staff training will lead to more consistency around high quality approaches to play and learning experiences.

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	<b>Senior leaders and staff require to review all strategies and systems including their procedures to identify children requiring additional support. This will involve staff monitoring more rigorously the wellbeing and development of children and the appropriateness and impact of any interventions.</b>	Rationale for improvement priority based on evidence: <i>Education Scotland identified that there remains scope for the wellbeing indicators to feature more strongly with children reflecting on their own sense of wellbeing. All children would benefit from more opportunities to reflect on their wellbeing, development and targets in a more systematic and planned way within the context of their everyday learning. By using language that is stage appropriate, targets and the experience itself will become more relevant and meaningful for children.</i>
<b>NIF Priorities</b> Improvement in children and young people's health and wellbeing	<b>NIF Driver</b> Assessment of children's progress	<b>HGIOS/HGIOSELCC QI's for self-evaluation</b>  <b>1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2</b>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>Build on the improved culture of mutual respect in line with the establishment vision, values and aims, wellbeing indicators and UN Rights of the Child articles.</li> </ul>	PT Lead All staff	May 2021
<ul style="list-style-type: none"> <li>Continue to promote wellbeing indicators across the establishment with increased opportunities for reflection and discussion of pupils' wellbeing. Embed the practices introduced last session.</li> </ul>	All staff	May 2021
<ul style="list-style-type: none"> <li>Ensure 'Responsibly of All' approach by linking H&amp;W outcomes, wellbeing indicators and pupils' rights into daily teaching.</li> </ul>	Teaching staff	Dec 2021
<ul style="list-style-type: none"> <li>Aspects of Health and Wellbeing curriculum will continue to be delivered as NCCT by a lead member of staff (PT), ensuring consistency across all stages within the school and with links made to the world of work. This will help to support children as they return to school following long term school closure.</li> </ul>	PT Lead Teaching staff	May 2021

<ul style="list-style-type: none"> <li>• Apply for Education Scotland’s ‘Food for Thought’ Fund to help develop food and health as a context for learning. .</li> <li>• Continued whole-school self-evaluation of our progress so far in supporting all pupils’ wellbeing. Use Wellbeing Web to chart progress made in relation to pupil wellbeing. Monitor the wellbeing of our children and evaluate the impact of interventions.</li> </ul> <p><u>PEF Plan</u></p> <ul style="list-style-type: none"> <li>• Identified groups of children will receive SEBN support informed by the Nurture principles.</li> <li>• Continue our Rights Respecting Schools approach to further embed the principles within learning and teaching with a view to achieving our silver accreditation.</li> <li>• Continue our Dyslexia Friendly Schools approach with a focus on inclusion for all children where there is a sense of mutual respect. Embed the good practice that has been established on our journey to achieving silver accreditation.</li> <li>• Identified groups of children will receive additional academic support. Groups of children will be identified by class teachers and additional teaching and support staff will be utilised to provide additional support.</li> </ul>	<p>PT Lead</p> <p>PT Lead Teaching staff</p> <p>PT DHT Support staff</p> <p>PT Lead All staff RRS Committee</p> <p>DHT Teaching staff DFS Committee</p> <p>DHT Teaching staff Support staff</p>	<p>May 2021</p> <p>May 2021</p> <p>May 2021</p> <p>May 2021</p> <p>May 2021</p> <p>May 2021</p>
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> <li>• Established positive relationships and improved culture of working will impact positively on whole school performance and children’s every day experiences.</li> </ul>		

- Children can confidently talk about their own wellbeing with reference to wellbeing wheels and wellbeing webs that are being used consistently throughout the school.
- Staff and children will be aware of and have a greater understanding of how the wellbeing indicators, children's rights and the H&W outcomes link together to encourage positive wellbeing that can be promoted through daily learning and teaching.
- All children will continue to access a wide range of HWB activities and experiences and benefit from visiting professions to enhance links between HWB and My World of Work. Children will be supported effectively as they return to school following long term school closure.
- The fund will allow for additional resources to be purchased allowing pupils to benefit from a progressive and higher quality learning experience in food education. This will help to improve practitioner confidence in providing progressive, high quality, skills based learning experiences which help embed food education into the ethos of the school.
- Current progress and strengths will be highlighted and priorities for improvement identified and agreed upon to ensure continued, focused support of pupils' wellbeing across the school.
- Pupils in the nurture group will receive focussed social and emotional support to help improve self-esteem, self-efficacy and develop appropriate social and language skills.
- Through RRS Silver award work, children will become increasingly aware and understand the UN Rights of the Child and be actively involved in supporting and promoting these as part of their learning. This will continue to impact positively on behaviour and attitudes across the school in line with the establishment vision and values.
- Through DFS journey, barriers to learning will continue to be reduced and all children will experience a more inclusive learning environment.

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	<b>In developing the curriculum there needs to be a clear emphasis on promoting the skills and attributes of children as learners. The curriculum should be planned to reflect more of the school's local context.</b>	Rationale for improvement priority based on evidence: <i>Education Scotland identified the important next step of creating an aspirational curriculum rationale that fully reflect Curriculum for Excellence. Developing the curriculum remains an identified priority where the impact of changes need to be monitored closely.</i>
<b>NIF Priorities</b> Improvement in employability skills and sustained, positive school leaver destinations	<b>NIF Driver</b> School improvement	<b>HGIOS/HGIOSELCC QI's for self-evaluation</b> <b>1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2</b>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>Curriculum development will be informed by the recently created Curriculum Rationale, which is underpinned by the establishment vision, values and aims. Curriculum review and development will challenge assumptions and some protected values and beliefs.</li> </ul>	All staff	May 2021
<ul style="list-style-type: none"> <li>Teachers will take increased responsibility for implementing EAC Framework for HWB and will continue to embed recent practices to support wellbeing of all</li> </ul>	Teaching staff PT	May 2021
<ul style="list-style-type: none"> <li>Curriculum working party to be established to support the development of identified curricular areas (Digital Technologies, RME)</li> </ul>	SLT Teaching staff Pupil committees	May 2021
<ul style="list-style-type: none"> <li>Increased opportunities for learners to engage with the world of work in line with Developing Young Workforce.</li> </ul>	Teaching staff SLT Pupil committees	May 2021

<ul style="list-style-type: none"> <li>Establish new links and build on existing partnership with council services and local businesses directly engaging with the school to provide real-life work-based learning opportunities for our learners</li> </ul>	Teaching staff SLT Pupil Committees	May 2021
<ul style="list-style-type: none"> <li>Provide learners with opportunities outside the classroom environment and invite visitors into school to support learning experience</li> </ul>	Teaching staff SLT	May 2021
<ul style="list-style-type: none"> <li>Provide all learners to develop digital skills where there is improved technology equipment</li> </ul>	Teaching staff SLT	May 2021
Evidence of Impact against outcomes for learners		
<ul style="list-style-type: none"> <li>Curriculum Rationale will be key driver when aspects of the curriculum are being developed. Children will be encouraged to be aspirational and clear skills progression will be evident.</li> <li>Children will have increased opportunities to reflect on their wellbeing and discuss. This will be key in supporting the return to school following extended school closure.</li> <li>Identified areas of the curriculum will be developed providing skills progression and increased relevance</li> <li>Children will have an increased awareness of the world of work and will have opportunities to develop employability skills]</li> <li>Children will participate in a wider variety of learning experiences. This will inspire learners to be aspirational and will ignite passion and ambition in young people in relation to the world of work</li> <li>Children will have increased skills in digital technologies</li> </ul>		

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*



<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	<b>Clear strategic direction, supported by robust self-evaluation, is needed to improve the work of the school. Senior leaders and all staff now require to work collaboratively to take forward the changes necessary to deliver successfully the school's improvement agenda.</b>	Rationale for improvement priority based on evidence: <i>While having made significant improvements in this area, there is a need to continue to develop this further. There is a required focus to continue to continue to embed our revised vision, values and aims, where we continue to build morale and work collaboratively to develop a culture of improvement where we continue to address the issues that were highlighted in the initial inspection report.</i>	
<b>NIF Priorities</b> Improvement in attainment, particularly in literacy and numeracy	<b>NIF Driver</b> School Leadership	<b>HGIOS/ HGIOSELCC QI's for self-evaluation</b> 1.1, 1.2, 1.3,, 1.4, 1.5 2.2, 2.3, 2.7 3.1, 3.2	
What actions are required to reach the desired outcome?		Who	When
<ul style="list-style-type: none"> <li>• All staff are responsible for promoting and demonstrating the establishment vision, values and aims and the wellbeing indicators.</li> <li>• SLT will take overall responsibility for each improvement priority. They will be supported by working parties that will be formed to support development in each improvement priority.</li> <li>• Provide further opportunities out with working parties for staff to be involved in and taking the lead in initiatives as we continue to develop a culture of distributed leadership.</li> <li>• Provide further opportunities for teaching staff to share practice and work collaboratively throughout the session.</li> <li>• Identify relevant and appropriate pupil committees in line with improvement priorities ensuring continued pupil voice and leadership where children are involved in and play an active role in the change process.</li> </ul>		All staff  DHT, PT, Teaching staff  Teaching staff  SLT, Teaching staff  SLT, Teaching staff, Pupils	Ongoing  May 2021  May 2021  May 2021  May 2021

Evidence of Impact against outcomes for learners

- The establishment vision, values and aims will underpin the daily life of the school enabling the culture of change and improvement that has been established.
- A more focused approach to improvement priorities will be established.  
All staff will be clear about remits and responsibilities of SLT.  
Teaching staff will have shared responsibility to the change process and will have increased ownership of the improvement priorities.
- Staff members will play a lead role in taking forward initiatives and driving forward change impacting positively on the life of the school.
- Examples of good practice will continue to be identified and shared leading to improved learning experiences for all.  
Teaching staff will continue to reflect on their own practice and will work as a teaching community to improve pedagogy.  
A supportive culture will continue to be developed where everyone contributes to the improvement agenda.
- Children will continue to contribute to the change process impacting positively to school life.  
Children will feel valued and will continue to feel involved in the life of the school and part of the change process.

## Drongan Primary School – SIP Summary 2020/21

### 1. Address the inconsistencies in children's learning through developing a shared understanding of the features of high-quality learning and teaching:

The school will further embed Active Literacy Programme, Lynda Keith Numeracy and Number Talks.

Teaching staff will continue to work together to share practice leading to a more consistent approach and improved learning experiences.

Learning and teaching policy to be created

### 2. Use assessment processes effectively to identify children who require additional support. Continue to develop a positive culture where we promote the wellbeing of all:

Continue to implement Rights Respecting Schools and Dyslexia Friendly Schools across the establishment.

Promote the wellbeing indicators, providing children with regular opportunities to reflect on these.

Monitor the wellbeing of our children and evaluate the impact of interventions.



#### Our shared vision is:

To have a sense of belonging and pride in our local community where everyone is valued and we work together to be the best that we can be.

Our agreed core values are: Teamwork, mutual respect, trust, inclusion, self-belief and resilience



### 3. In developing the curriculum there needs to be a clear emphasis on promoting the skills and attributes of children as learners. The curriculum should be planned to reflect more of the school's local context:

Use the recently created Curriculum Rationale to inform curriculum development.

Develop identified aspects of the curriculum to provide more relevant learning experiences.

Develop further links with the local community to provide real-life learning opportunities linked to the world of work.

### 4. Clear strategic direction, supported by robust self-evaluation, is needed to improve the work of the school. Senior leaders and all staff now require to work collaboratively to take forward the changes necessary to deliver successfully the school's improvement agenda.

All staff will promote and demonstrate establishment vision, values and aims

Working parties established for learning and teaching, Health and Wellbeing and Curriculum Development

Pupil groups identified in line with improvement priorities to increase pupil voice throughout change process.